

Anthro 749: Gastronomic Heritage

Instructor: Shanti Morell-Hart



Meeting Times: Thursdays, 11:00am-1:50 pm

Meeting Location: Chester New Hall, Room 307

Office Hours: Wednesdays, 11:00am-1:00pm, or by appointment

Office Location: Chester New Hall, Room 534

Course Description

How is gastronomic heritage established and re-established through ties to ancient foodways? Where do archaeology and history contribute to the ossification and legitimation of culinary traditions and practices? How are these culinary positionings tied to broader social issues? There are many facets to such questions-- religious, ethnic, institutional, governmental, and touristic, among others. Food has been extensively documented to tie in with identity, memory, and ideas of heritage (e.g. Hamilakis 1999; Ohnuki-Tierney 1993; Weismantel 1988). Food is the backbone of society and sociability, and the foundation of every economy. Every act of eating enacts a performance of ethnicity, family, community and self-identity, as well as affords an opportunity to maintain or transform these identifications.

Establishing the historicity of particular foodways is important for a number of reasons. Food can assert and re-assert connections to the past, even as it serves to divide the "authentic" from the "inauthentic." Cooking and consumption become more socially charged through historical affirmations, inviting nostalgia and the reiteration of sociocultural ties as well as dislocation from the unpalatable and inauthentic. Food marks social differences, boundaries, bonds and contradictions. Food history is used to legitimate claims, increase value, transform practices, and re-affirm social ties. Given the importance of historical context, are archaeologists and food historians cast as stewards of tradition or accomplices to culinary imperialism? Can archaeogastronomy contribute to food security, or promote malnourishment?

In this course, we will address relationships between food history and gastronomic heritage, drawing on examples from around the world and across media, including cookbooks, international policy reports, and video game representations. We will examine culinary dimensions considered "traditional" by local communities and federal agencies, the archaeological and historical sources of such narratives, and impacts of gastronomic heritage on modern practices, identities, and economies.

The class is primarily a seminar, with discussions on assigned readings. You will be evaluated on consistent participation in class discussions (20%), a set of reading responses (30%), a final paper (40%), and a final research presentation (10%).

Textbooks and Required Readings

Most of the readings will be posted online. However, there is one required book available for purchase in the campus bookstore:

Counihan, Carole and Penny Van Esterik
2013 *Food and Culture: A Reader*, 3rd ed. Routledge, London.

Course Requirements

This class meets once a week. Classes will be divided between discussions and activities. Your grade in the course will be based on your performance in completing the following assignments:

Class participation: 20% of total grade.

Class participation is based partially on attendance, and partially on contributions to discussion. You are expected to complete all of the required readings before each class. Attendance at all class meetings is expected, and is part of your grade calculation. It is necessary for you to participate in class discussion through substantive questions and comments in the classroom, and/or through posting to the online discussion forums. Online dialogue can be a response to previous postings, or the posting of a new discussion topic.

The goal of class discussion is to draw out your own interests in the course materials, and to regularly and critically engage you, along with your peers, with the central themes of the course.

ALSO REQUIRED: Feedback on the final presentations of two of your peers.

Reading responses: 30% of total grade. *Due the evening before each class meeting.*

You will be responsible for submitting a 400 word (roughly 1-page, double-spaced) response to **one** of the assigned readings the evening before the first class meeting of the week. These are to be posted on Avenue to Learn, before 8 pm (usually Sunday evening). Individual readings will be divvied up between class members for responses, but everyone is responsible for completing **all** of the assigned readings for each week's discussion.

Each reading response should include the following:

A) Basic information

- Full citation of the assigned reading at the very beginning of the response (author, year, publication, publisher, etc., following the AAA Style Guide: http://www.aaanet.org/publications/style_guide.pdf)
- A set of 5 keywords (list), just below the citation
- Identify the subject, the time period(s), and the location(s) of the study. (1 sentence)

B) Assessment

- What do you think is the theoretical position of the author(s)? That is, what kinds of questions are the authors asking (e.g., ecological questions, ritual questions, questions of gender, etc.)? (1 sentence)
- What are the primary research objectives/thesis statements/questions asked of the data by the author(s)? That is, what specific questions are the authors asking? (2-3 sentences)
- What types of materials/data/evidence are used to address these objectives? (1 sentence)
- What else would you like to see the author address? Where did the article fall short? Was the data really appropriate to the question? Did the authors really ANSWER their own questions? (2 sentences)
- What questions do you have about the reading? (1-2 sentences)

-How does this reading relate to one of the other readings for the week? How do they corroborate, complement, and/or contradict each other? (1-2 sentences)

-*OPTIONAL*: What are your suggestions for re-interpretation, using the same data set or material? How would you have done the study differently?

C) Reflection

-What is one key thing you drew from this reading? (1 sentence)

-What does this make you reflect on-- in the news, your own daily practice, or your own experiences? Cite a specific example of foodways from a popular article and/or personal anecdote. Relate this narrative directly to the reading. (3-5 sentences)

The goal of these reading responses is prepare you for class discussion, with your personal and critical reflections on assigned material at the ready. A secondary goal is to leave you with a set of your own annotations on class readings.

Final paper: 40% of total grade.

Your final paper will be broken up into several components: paper topic narrative, outline, and annotated bibliography (10%), and the final paper itself (30%). I encourage you to craft a paper topic directly related to your graduate research and/or publishable in its own right!

Step 1 - Paper topic narrative and outline: 10% of total grade. Due by Friday, October 20th.

The paper topic narrative and outline are meant to provide you feedback on your initial final paper topic idea. The paper topic narrative is a 250 word abstract (roughly 1-page, double-spaced) that includes: 1) your main thesis questions and objectives, 2) the kinds of source material you will be using, and 3) a list of five key words that would describe your paper.

The outline is a 2-page assignment that includes a 1-page (single-spaced) outline (roughly 250 words), and a 1-page (single-spaced) list of sources and brief annotations. You will need to include a minimum of 15 readings you are going to cite in your paper. At least 10 of these readings must come from sources outside of assigned class readings.

In your outline, the author and date of a reading you wish to cite will go in parentheses next to every applicable outline subheading. In the list of sources and annotations, you will need to provide complete citation information, and a brief (1-sentence) description of how each source will contribute to your paper. Make sure to use the AAA Style guide for your bibliographic information (http://www.aaanet.org/publications/style_guide.pdf).

I will post an example of a final paper outline online, and talk over the template in class. I will give you feedback on your paper outlines within a few weeks.

Step 2 - Final paper: 30% of total grade. Due by Wednesday, December 13th.

This is a 7000 word narrative (roughly 20-pages, double-spaced, 12-pt font, 1-inch margins). Be sure to include a title page and bibliography on separate pages (and outside the word count). Again, you will need to use at least 15 sources, 10 of which must be outside of class readings.

I will post an example of the evaluation sheet I will use for your final paper online, and talk over the format in class, so that you have an idea of how to structure your paper.

Final Research Presentations: 10% of total grade.

Final research presentations will take place during the last week of the term. You will need to prepare a 15 minute PowerPoint (or similar) presentation. This will cover your research questions, analysis, and preliminary interpretations as you have prepared them for your final paper. Basically, imagine condensing the text of your paper into 9 pages, and then craft roughly 10 slides to graphically illustrate your research. Consider this a candidate for a future AAA presentation!

Expectations and General Guidelines:

Letter ¹	%	GPA ¹	Verbal ²	Definition ²
A+	90-100	12	Distinction	Strong evidence of original thinking; good organization; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base
A	85-89	11		
A-	80-84	10		
B+	77-79	9	Superior	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature
B	73-76	8		
B-	70-72	7		
C+	67-69	6	Average	Student who is profiting from his/her university experience; understanding of the subject matter, ability to develop solutions to simple problems in the material
C	63-66	5		
C-	60-62	4		
D+	57-59	3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2		
D-	50-52	1		
F	0-49	0	Failure	Little evidence of even superficial understanding of subject matter, weakness in critical and analytic skills; with limited or irrelevant use of literature

[1] See section on General Academic Regulations in McMaster University Undergraduate Calendar 2013/2014;

[2] Definitions by University of Toronto Faculty of Arts and Science

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Academic Dishonesty:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically so that it can be checked for academic dishonesty.

Faculty of Social Sciences E-mail Communication Policy:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

Special accommodations:

If you have any special accommodations, such as additional resource requirements and/or adjustments to your schedule due to athletic events or religious holidays, send me an email detailing your needs within the first two weeks of the course. It is not necessary to explain the context or background— just describe your necessary accommodations clearly. Student Accessibility Services (linked below) can help to guide you in this process.

Student Accessibility Services:

Student Accessibility Services (SAS) supports students who have been diagnosed with a disability or disorder, such as a learning disability, ADHD, mental health diagnosis, chronic medical condition, sensory, neurological or mobility limitation. Students who require accommodation should contact SAS as early in the term as possible. <http://sas.mcmaster.ca>

Office of Human Rights and Equity Services:

McMaster recently launched MACcessibility, part of the Office of Human Rights and Equity Services, to help advance the University's goal of building an inclusive community with a shared purpose. HRES works with campus and community partners to ensure that McMaster University is a place where all students, staff and faculty are treated equitably and respectfully in all areas of campus life.

<http://www.mcmaster.ca/hres/index.html>

Personal Counselling and Mental Health at the Student Wellness Center:

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, please contact a health or wellness specialist. The SWC offers individual counselling at the SWC, group programming at the SWC, community referrals, crisis referrals, and connections to community/campus resources.

<http://wellness.mcmaster.ca/counselling.html>

Requests for Relief for Missed Academic Term Work:

The University recognizes that students periodically require relief from academic work for medical or personal situations. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". **Please note these regulations have changed beginning Spring/Summer 2015.**

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief f or Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_f_or_Missed_Academic_Term_Work)

For missed academic work worth less than 25% of the final grade, use the MSAF mechanism to report absences due to medical or personal situations that last up to three calendar days. You may submit requests for relief using the MSAF only once per term. It is your responsibility to immediately follow up with each of your instructors (normally within two working days) regarding the nature of the accommodation. <https://www.mcmaster.ca/msaf/index.html>

If you are absent for reasons other than medical reasons, are missing for more than 3 days, have missed academic work worth more than 25% of the final grade, or exceed one request per term you **MUST** visit your Associate Dean's Office (KTH 129). You may be required to provide supporting documentation. It is the prerogative of the instructor in each of your courses to determine the appropriate relief for missed term work.

Writing Support Services:

If you need help researching, structuring, writing, or proofreading your paper, contact Writing Support Services early in the term and consult with them often. Trained upper-year and graduate Writing Assistants are available to provide help with particular assignments or specific questions related to academic writing.

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

Course Schedule

(Reminder: You are responsible for a 400 word response to **one** of the assigned readings the evening before the first class meeting of the week, not including readings marked with *asterisks.)

Week 1: Course Introduction

Sept. 7

Topics: Introduction to the syllabus and each other. Selection of readings for responses.

Read: Counihan and Van Esterik "Why Food? Why culture? Why Now? Introduction to the Third Edition".

Week 2: Gastronomy and Heritage

Sept. 14

Topics: Overview of course; archaeogastronomy; tangible and intangible heritage; archaeological contributions; food and tradition; active vs. passive stakeholdership.

Discuss: Allison 2013 [1991]; Bermudez et al 2008; Galla 2003; Labadi 2010; *O'Connor 1984; UNESCO 2003

Week 3: Fluid Dynamics of Heritage

Sept. 21

Topics: Heritage as concept; scales of heritage; issues in heritage; the role of archaeology in patrimony; past as 'laboratory'; dynamic inheritance; relationships between heritage and food.

Discuss: Harrison 2010; Lowenthal 2015; Meskell 2002; Sapir-Hen 2015; Wilcox 2012

****Optional Westfield Heritage Village visit on Sunday, Sept.24****

<https://westfieldheritage.ca/>

Week 4: Foodways: A Cross-Discipline

Sept. 28

Topics: The construction of "food"; theorizing foodways; methods of analysis; food as actor and actant; relationships between food and heritage.

Discuss: Barthes 2013 [1961]; Bonne and Verbeke 2008; *Jiang 2015; Meigs 2013 [1988]; Mennell 2013 [2008]; Weismantel 1988

Week 5: Identity, Tradition, and the Plasticity of Food

Oct. 5

Guest Discussant: Dr. James Benn (Religious Studies)

Topics: The making of a foodway: traditions, practices, and recipes; the preservation of identity through food; at-risk heritage; culinary imperialism; nationalism, ethnocentrism, and religion constructed through cuisine.

Discuss: Appadurai 2013 [1988]; Benn 2015; Brandes 1997; *Dawrs 2013; Franklin 2001; Messer 1997

****FALL TERM RECESS OCT. 7-15****

Week 6: Narratives of Authenticity: Tourism and Historical Cuisine

Oct. 19

Guest Discussant: Dr. Andrew Roddick (Anthropology)

Topics: Authority, genuineness, and perceptions of authenticity; authenticity through historicity; touristic endeavors and initiatives; scales of food tourism from local to global; locales of food tourism from physical to virtual.

Discuss: Abarca 2004; Counihan 2014; Blakey 2012 AND Ferdinand et al. 2012 (pair for response); Son and Xu 2013; Sammells 2010; *Taylor 2001; [revisit Weismantel 1988]

****Paper proposal and outline due by Friday, October 20th****

Week 7: Narratives of Authenticity: Commercialization and Gastronomic Recreations

Oct. 26

****Potential Dundurn Castle visit during class time, 11:30am-1:30pm****

<https://www.hamilton.ca/attractions/hamilton-civic-museums/dundurn-national-historic-site>

Topics: Heritage foods as commercial products; craft, science, terroir; reproductions and recreations; marketing; tailoring sustenance from PaleoDiets to Aztec Diets; dietary justifications rooted in historical narratives.

Discuss: Beer 2008; Ben-Yehoshua and Ben-Yehoshua 2012; Burstedt 2002; Turner and Thompson 2013; Wilk 2006; *Zimmern 2012

Week 8: Health, Sustainable Efforts, and Ancient Foods

Nov. 2

Topics: Sustainability, traditional cultivation, and resource revitalization; historical tracking and biological studies; Global Crop Diversity Trust; health issues and dietary concerns; decolonizing the diet.

Discuss: Abdalla 1995; Mailer and Hale 2015; Nabhan 2013 [2008]; *Richardson 2014; Ripe 1995; Soleri and Cleveland 2007

Week 9: Food Security and Public Policy in the Long Durée

Nov. 9

Topics: The materiality of catastrophe, collapse, and resilience; food security, crop diversity, and the Long Now Project; genetic diversity: heirloom plants vs. GMOs; local and national initiatives.

Discuss: Montagnini 2006; Morell-Hart 2012; Newton et al. 1997; Shiva 2002; *Spector 2013; Stannard 2004

Week 10: Biogeographies, Empires, and Corporations

Nov. 16

Topics: Global markets; international initiatives; biographies and distributions of foodstuffs; biological species as good ingredients and bad interlopers; geographical indicators and patents; landraces and folk varieties; intangible heritage and UNESCO.

Discuss: Alonso 2013; Goody 2013 [1982]; *Hall 2013; Heldke 2013 [2001]; Mintz 2013 [1979]; Salomonsson 2002

Week 11: How to Do Things with Foods

Nov. 23

Topics: Food and language; temporally exotic foodways; archaeogastronomic repurposing; questioning culinary imperialism and "authenticity"; the role of archaeogastronomy in gastronomic heritage; collaboration and stakeholding.

Discuss: *European Commission 2006; Minnis 1991; Minnis 2013; *Platt 2008; Smith 2006; Spielmann et al. 2011

****AAA meetings in Washington, D.C., Nov.29-Dec.3****

Week 12: Presentations and Feast
TBD (Thursday, Dec.7 suggested)

****Final Paper due by Wednesday, Dec. 13 ****

Readings

(UNESCO), United Nations Educational Scientific and Cultural Organization

2003 Text of the convention for the safeguarding of Intangible Cultural Heritage (ICH), Article 2. 32nd Session of the United Nations Educational Scientific and Cultural Organization (UNESCO), Paris, France.

Abarca, Meredith E.

2004 Authentic or Not, It's Original. *Food and Foodways* 12:1-25.

Abdalla, Michael

1995 The Fate of Assyrian Traditional Culinary Technologies. In *Disappearing Foods: Studies in Foods and Dishes at Risk: Proceedings of the Oxford Symposium on Food and Cookery 1994*, edited by H. Walker. Prospect, Oxford, UK.

Allison, Anne

2013 [1991] Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, New York, NY.

Alonso, Abel Duarte

2013 Tannat: The positioning of a wine grape as symbol and "referent" of a nation's gastronomic heritage. *Journal of Heritage Tourism* 8(2-3):105-119.

Appadurai, Arjun

2013 [1988] How to make a National Cuisine: Cookbooks in Contemporary India. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, London, UK.

Barthes, Roland

2013 [1961] Toward a Psychosociology of Contemporary Food Consumption. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, New York, NY.

Beer, Sean

2008 Authenticity and Food Experience -- Commercial and Academic Perspectives. *Journal of Foodservice* 19:153-163.

Benn, James A.

2015 Tea as a Religious and Cultural Commodity in Traditional China. In *Tea in China: A Religious and Cultural History*, pp. 1-21. Honolulu, HI: University of Hawai'i Press.

Ben-Yehoshua, Shimshon and Liat Josefsberg Ben-Yehoshua

2012 5 Ancient Dates and their Potential Use in Breeding. *Horticultural Reviews* 40:183.

Bermudez, Odilia I., L. Hernandez, M. Mazariegos and N.W. Solomons

2008 Secular trends in food patterns of Guatemalan consumers: new foods for old. *Food and Nutrition Bulletin* 29(4):278-287.

Blakey, Christina

2012 Consuming Place: Tourism's Gastronomy Connection. *HOHONU* 10:51-53.

Bonne, Karijn and Wim Verbeke

2008 Religious Values Informing Halal Meat Production and the Control and Delivery of Halal Credence Quality. *Agriculture and Human Values* 25:35-47.

Brandes, Stanley

1997 Sugar, Colonialism, and Death: On the Origins of Mexico's Day of the Dead. *Comparative Studies in Society and History* 39(2):270-299.

Burstedt, Anna

2002 The Place on the Plate! *Ethnologia Europaea* 32:145-158.

Counihan, Carole

2014 Cultural Heritage in Food Activism: Local and Global Tensions. In *Edible Identities: Food as Cultural Heritage*, edited by R. L. Brulotte and M. A. Di Giovine, pp. 219-229. Ashgate, Burlington, VT.

Dawrs, Stu

2013 Who Needs a Bigger Boat? Two-Hundred-Pound 'Ahi vs. Fourteen-Foot Piece of Plastic: The Thrills of Kayak Fishing. *Hana Hou!* 16(2):88-99.

European Commission, The

2006 Cultural Heritage.

http://ec.europa.eu/culture/portal/activities/heritage/cultural_heritage_en.htm.

Ferdinand Moginon, Debbie, Toh Poh See and Mazni Saad

2012 Indigenous Food and Destination Marketing. In *Current Issues in Hospitality and Tourism Research and Innovations*, edited by A. Zainal, S. M. Radzi, R. Hashim, C. T. Chik and R. Abu, pp. 355-358. CRC Press.

Franklin, Maria

2001 The Archaeological Dimensions of Soul Food: Interpreting Race, Culture, and Afro-Virginian Identity. In *Race and the Archaeology of Identity*, edited by C. E. Orser, pp. 88-107. University of Utah Press, Salt Lake City, UT.

Galla, Amareswar

2008 The First Voice in Heritage Conservation. *International Journal of Intangible Heritage* 3.

Goody, Jack

2013 [1982] Industrial Food: Towards the Development of a World Cuisine. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, New York, NY.

Hall, John

2013 Zut alors! Archaeologists uncover 'Heston Blumenthal-style' feast at 8,000-year-old dig site that proves Brits were the first to eat frogs' legs - not the French. *The Independent* October 16, 2013.

Hamilakis, Yannis

1999 Food technologies/technologies of the body: the social context of wine and oil production and consumption in Bronze Age Crete. *World Archaeology* 31(1):38-54.

Harrison, Rodney

2010 What Is Heritage? In *Understanding the Politics of Heritage*, edited by R. Harrison, pp. 5-42. Manchester University Press, Manchester, United Kingdom.

Heldke, Lisa M.

2013 [2001] Let's Cook Thai: Recipes for Colonialism. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, New York, NY.

Jiang, Jess

2015 How the Desperate Norwegian Salmon Industry Created a Sushi Staple. <http://www.npr.org/2015/09/18/441530790/how-the-desperate-norwegian-salmon-industry-created-a-sushi-staple>.

Labadi, Sophia

2010 World Heritage, Authenticity, and Post-Authenticity. In *Heritage and Globalisation*, edited by S. Labadi and C. Long. Routledge, London, United Kingdom.

Logan, Amanda

2013 Human Experience Cha(lle)nging Our Questions: Toward an Archaeology of Food Security. *SAA Archaeological Record* (November).

Lowenthal, David

2015 Benefits and Burdens of the Past. In *The Past is a Foreign Country-Revisited*. Pp. 80-144: Cambridge University Press.

Mailer, Gideon, and Nicola Hale

2013 Decolonizing the Diet: Synthesizing Native-American History, Immunology, and Nutritional Science. *Journal of Evolution and Health* 1(1):1-41.

Meigs, Anna S.

2013 [1988] Food as a Cultural Construction. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, New York.

Mennell, Stephen

2013 [2008] On the Civilizing of Appetite. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, New York, NY.

Meskell, Lynn

2002 The Intersections of Identity and Politics in Archaeology. *Annual Review of Anthropology* 31(1):279-301.

Messer, Ellen

1997 Three Centuries of Changing European Tastes for the Potato. In *Food Preferences and Taste: Continuity and Change*, edited by H. M. Macbeth, pp. 101. vol. 2. Berghahn Books.

Minnis, Paul E.

1991 Famine Foods of the Northern American Desert Borderlands in Historical Context. *Journal of Ethnobiology* 11(2):231-257.

2013 Utilitarian Archaeology: "Mining" the Past for the Future. In *Archaeology and Sustainability*. S. Chiu and C.-h. Tsang, eds. Pp. 55-65. Taipei, Taiwan: Center for Archaeological Studies, Research Center for Humanities and Social Sciences, Academia Sinica.

Mintz, Sidney

2013 [1979] Time, Sugar, and Sweetness. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, New York, NY.

Montagnini, Florencia

2006 Homegardens of Mesoamerica: Biodiversity, Food Security, and Nutrient Management. In *Tropical Homegardens: A Time-Tested Example of Sustainable Agroforestry*, edited by B. M. Kumar and P. K. R. Nair. Springer, Netherlands.

Morell-Hart, Shanti

2012 Foodways and Resilience under Apocalyptic Conditions. *Culture, Agriculture, Food and Environment* 34(2):161-171.

Nabhan, Gary Paul

2013 [2008] Rooting Out the Causes of Disease: Why Diabetes is So Common Among Desert Dwellers. In *Food and Culture: A Reader*, edited by C. Counihan and P. Van Esterik. Routledge, London, UK.

Newton, AC, T Akar, JP Baresel, PJ Bebeli, E Bettencourt, KV Bladenopoulos, JH Czembor, DA Fasoula, A Katsiotis and K Koutis

1997 Cereal Landraces for Sustainable Agriculture. In *Sustainable Agriculture Volume 2*, pp. 147-186. Springer.

O'Connor, Terry P.

1984 Archaeogastronomy. *Interim* 10(1):26-27.

Platt, Adam

2008 To Die For. In *New York Magazine*. vol. April 27, New York, NY.

Richardson, Jill

2014 What your organic market doesn't want you to know: The dark truth about quinoa. http://www.salon.com/2014/04/24/what_your_organic_market_doesnt_want_you_to_know_the_dark_truth_about_quinoa_partner/.

Ripe, Cherry

1995 'Dying of Starvation in the Supermarket', Bio-diversity and the Industrialisation of the Food Supply. In *Disappearing Foods: Studies in Foods and Dishes at Risk: Proceedings of the Oxford Symposium on Food and Cookery 1994*, edited by H. Walker. Prospect, Oxford, UK.

Salomonsson, Karin

- 2002 The E-economy and the Culinary Heritage. *Ethnologia Europaea* 32(2):125-144.
- Sammells, Clare A.
2010 Ode to a Chuño: Learning to Love Freeze-Dried Potatoes in Highland Bolivia. In *Adventures in Eating: Anthropological Experiences in Dining from around the World*. H.R. Haines and C.A. Sammells, eds. Pp. 101-125: University Press of Colorado.
- Sapir-Hen, Lidar, Meirav Meiri and Israel Finkelstein
2015 Iron Age Pigs: New Evidence on their Origin and Role in Forming Identity Boundaries. *Radiocarbon* 57(2):307-315.
- Shiva, Vandana
2002 Globalisation of Agriculture, Food Security and Sustainability. In *Sustainable Agriculture and Food Security: The Impact of Globalization*, edited by V. Shiva and G. Bedi, pp. 11-70.
- Smith, L
2006 The Discourse of Heritage. In *Uses of Heritage*. Routledge, London, United Kingdom.
- Soleri, Daniela and David A. Cleveland
2007 Tejate: *Theobroma cacao* and *T. bicolor* in a Traditional Beverage from Oaxaca, Mexico. *Food and Foodways* 15:107-118.
- Son, Aram and Honggang Xu
2013 Religious Food As a Tourism Attraction: The Roles of Buddhist Temple Food in Western Tourist Experience. *Journal of Heritage Tourism* 8(2-3):248-258.
- Spector, Kaye
2013 Mexico Bans GMO Corn Effective Immediately. *EcoLiving* October 16, 2013.
- Spielmann, Katherine, Margaret Nelson, Scott Ingram and M Peeples
2011 Sustainable Smallscale Agriculture in Semi-arid Environments. *Ecology and Society* 16(1):26.
- Stannard, Clive, Niek van der Graaff, Alan Randell, Peter Lallas and Peter Kenmore
2004 Agricultural Biological Diversity for Food Security: Shaping International Initiatives to Help Agriculture and the Environment. *Howard Law Journal* 48(1):397-430.
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